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ABSTRACT

An assistant professor of education and preschool director implemented a practicum intervention designed to increase the range of child care services provided in a Christian college's preschool laboratory. The primary goal of the intervention was to provide a high quality day care program which met the physical, cognitive, and emotional needs of preschool children in a setting that was convenient for parents attending the college. A second aim was to provide a model child development laboratory as an example for students studying early childhood education and child care and development. Specific objectives were related to state licensing standards, building modifications, budget and fundraising, and enrollment. Practicum evaluation data indicated that the intervention was successful in achieving its overall goals. Parents were pleased with the expanded hours and increased services. Parents' participation in the program improved as they helped raise money for it. College students had the opportunity to be involved in a project that gave them practical experience in their chosen field. Growing awareness of the preschool's program by faculty, staff, students, and the local community resulted in a 25 percent increase in enrollment. Appendices provide numerous materials, such as the floor plan and budget for the project, a chart of alternative lunch programs, lunch menus and recipes, favorite recipes, a grocery list, work/study guidelines, and a list of duties of college students working at the early childhood center. (38 references) (RH)

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Increasing Child Care Services in a Laboratory Preschool
Through Facility Modifications

by

Peggy A. Reed

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A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PPRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Peggy H. Reed under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Sept 23, 1990

Date of Final Approval of Report

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Special thanks go to all the wonderful volunteers who gave of their time, money, and talents to make the dream of quality campus child care a reality.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT	iii
TABLE OF CONTENTS.	iv
 Chapter	
I INTRODUCTION.	1
Description of Work Setting and Community	1
Writer's Work Setting and Role.	3
II STUDY OF THE PROBLEM.	5
Problem Description	5
Problem Documentation	6
Causes of the Problem	6
Relationship of the Problem to the Literature	7
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	10
Goals and Objectives.	10
Measurement of Objectives	11
IV SOLUTION STRATEGY	12
Increasing Child Care Services.	12
Description of Solution Selected.	15
Report of the Action Taken.	17
V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS	26
Results	26
Conclusions	27
Recommendations	28
Dissemination	30
REFERENCES	31
 Appendices	
A CHILD CARE NEEDS ASSESSMENT QUESTIONNAIRE	35
B PROJECT FLOOR PLAN.	37
C PROJECT BUDGET.	39
D ANNUAL DAYCARE BUDGET	42
E LUNCH PROGRAM ALTERNATIVES.	44
F LUNCH MENUS AND RECIPES	48
G GROCERY LIST.	68
H WORK/STUDY GUIDELINES AND DUTIES.	71
I PARENT QUESTIONNAIRE.	74
J CHILD CARE COMPARISON CHART	76

ABSTRACT

Increasing Child Care Services in a Laboratory Preschool Through Facility Modifications. Reed, Peggy A., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Day Care/Day Care Centers/Preschool Education/Educational Facilities Planning/Educational Facilities Improvement/Fund Raising/Food Handling Facilities/Full Day Half Day Schedules/Teaching Experience

This practicum was designed to increase the range of child care services provided in a laboratory preschool. The primary goal was to provide a high quality daycare program which meets the physical, cognitive, and emotional needs of preschool children in a setting convenient for student parents. A second aim was to provide a model child development laboratory as an example for Early Childhood Education and Child Care & Development majors at the college.

The writer developed a plan to add kitchen facilities and a new office to the building; recruited parents and college students to help with fund raising; solicited donations (both cash and materials); supervised installation of the equipment by volunteers on work days; and administered an evaluation component.

The results of the practicum were positive. Parent questionnaires and attendance records indicated that families were pleased with the expanded hours and increased services. Parents' participation in the program improved as they helped raise money. College students had the opportunity to be involved in a project that gave them practical experience in their chosen field. Growing awareness of the preschool's program by faculty, staff, students and the local community resulted in a 25% increase in enrollment.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The preschool started as a half-day program sponsored by a small midwestern Christian college. Classes are held in a converted Army officers' club, which was erected in 1945 as part of a military hospital. This two-story building is one of the few original structures on campus which has not been replaced by a modern brick edifice. The preschool is located at the extreme north edge of the college property, facing a heavily traveled street.

The half-day program's annual budget of about \$17,00 derived entirely from tuition fees. Most children paid full tuition except that those whose parents work for the college received a 10% discount. Families with two or more children attending were also eligible for the 10% discount and waiver of the second registration fee. Rent, utilities, and maintenance on the building were assessed at a flat rate each month and amount to about 26% of the budget.

The original purpose of the preschool was to serve as a laboratory setting for education majors. Three categories of college students are placed at the preschool. Early Childhood Education (ECE) majors are those seeking a bachelor's degree including state certification. These prospective teachers work three hours per week for the full semester,

assisting their cooperating teachers as needed and also planning and leading some activities. Young people in the Child Care and Development (CC&D) program work nine hours per week for a full semester. Since their degree is completed in only two years, this field experience constitutes their student teaching. As a result, CC&D majors are expected to assume more responsibility for their assigned classrooms. By the end of the semester they should be preparing for and leading all classroom activities.

The third group of college students who spend time at the preschool comes from various education courses on campus. Each person in the elementary music methods class teaches two lessons per semester; those in Physical Education for Elementary Teachers may teach one lesson for extra credit. Special education interns conduct screening of the preschool children during the fall semester, and students from the child psychology classes are required to spend some time observing the behavior of the preschoolers. Education majors from other methods classes occasionally make bulletin boards, read stories to the children, or provide child care during parents' nights as part of their course requirements.

Permanent staff consists of a director (the writer) and two teachers. The head teacher holds a B.S. degree in Early Childhood Education; the other teacher has an A.A. in Child Care and Development and is taking classes toward the bachelor's degree. Both teachers had experience in daycare before being hired at the preschool.

Enrollment at the preschool is open to the public, although the fee schedule eliminated low-income families. There are three classes of 12 pre-kindergartners (ages 4 & 5). These children may attend two, three, or five mornings per week. Ten 3-year-olds are grouped in one class

which meets Tuesday and Thursday mornings. Some of the children have mildly handicapping conditions such as hyperactivity, speech and language disorders, club foot, epilepsy, and developmental delays. Ethnic composition varies each year, but is predominantly white. Minorities represented include Black and Asian.

Writer's Work Setting and Role

The writer serves the college in several ways. As assistant professor of education, she teaches two classes per semester; Individualizing Instruction, and Administration of Early Childhood Programs. In the past she has taught Foundations of American Education and Educational Media. The writer also supervises field placement students at the preschool, those placed in local daycare facilities, and student teachers working in the public schools. In addition, she acts as advisor to about 35 early childhood majors, and serves on two faculty committees.

As part of her responsibilities in the education department, the writer has been director of the preschool since September of 1985. The director is responsible for hiring and training staff members, placing and supervising ECE and CC&D majors in field placements at the preschool, and planning and administering all aspects of the budget. Last year she coordinated a project to build a new playground, which required additional fundraising. Other duties include setting and maintaining curriculum goals, enrolling students and working with parents, and serving as liaison between the preschool program and the college education department.

The writer has completed 60 hours toward a doctoral degree in early and middle childhood education. She holds a master's degree in

elementary education with emphasis in early childhood, and has eight years teaching experience at the kindergarten level. She is a member of the National Association for the Education of Young Children (including local affiliate) and the Association for Childhood Education International. The director has led workshop sessions on various topics, including "Flannelboards in the Classroom," "Sources and Resources for Classroom Teachers," "Fun Foods for Small Fry," and "The All-Day Playground".

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The half-day program, in operation for 14 years, had never been expanded to full day. Preschool was open from 9:00 to 11:30 a.m. weekdays, with optional 8:00 to 9:00 a.m. care provided at nominal cost to working parents. However, these children had to be transported to additional care arrangements after 11:30.

During the 1988-89 school year, 18 of 40 children were in this situation. One preschool staff member transported a child to a daycare home three days per week, and another teacher was paid directly by three parents to care for their children until they could pick them up during their lunch break. Two preschoolers were transported by vans at 11:30 to daycare facilities in the area, and three children were withdrawn due to mothers starting work or changing work hours and needing full-day care.

Unfortunately, parents who were students at the college had to make other arrangements for their children since the preschool's limited hours did not coincide with a typical class schedule. This group was probably the most affected by lack of convenient, affordable child care.

Now that the problem is solved, the preschool children are able to attend one program which meets their physical, social, and cognitive

needs while their parents are at work or school. Preschoolers can continue to attend the half-day program if full-day care is not needed by the family.

Therefore, the problem was: the Preschool children were not able to receive full-day care in one program.

Problem Documentation

The preschool was one of only three early childhood programs in the northeast part of the city, and one of those centers, with an enrollment of 40, closed its doors not long ago due to administrative staffing problems. An urgent need for more child care was not exclusive to the college. Newspaper articles documented the need for more child care in the area, and several local agencies conducted seminars addressing this issue.

Other evidence of the existence of the problem included a telephone log kept during 1987-88, which showed an average of one call per week to the preschool inquiring about full-day care. A needs assessment questionnaire (Appendix A) distributed in the spring of 1989 revealed that of 21 families whose children were not going on to kindergarten in the fall, 15 would use afternoon care on at least an occasional basis.

Causes of the Problem

Causes of the problem were many and varied. A dramatic increase in the number of working mothers nationally is reflected in this city (O'Dell, 1989). The absence of kitchen facilities had prevented the preschool from expanding in the past, and lack of funds was a major hurdle. Failure of the college administration to perceive the need for full-day child care services on campus had resulted in rejection of the idea when presented at planning meetings.

Relationship of the Problem to the Literature

A child care crisis exists in the United States today. The percentage of working mothers with preschoolers is currently 51% (Hofferth, 1989), and although some may argue that nearly all of these children are already in some form of care, the quality, convenience, and affordability of these arrangements are frequently less than optimal. Worry about the family's child care situation causes stress that carries over into parents' work lives (Adamo, 1985; Ancell & Haugen, 1986; Decker, 1989; Edelman, 1989; Graser, 1983).

Availability of Care

For many families, acceptable child care is simply unavailable. According to Children's Defense Fund figures, "More than 200,000 non-working mothers of young children turn down job offers each month because child care cannot be found or afforded" (1988, p. 178). Increased mobility and the loss of extended family means that grandmother cannot be called upon to care for the child, or perhaps grandmother herself is already employed (Schomaker, 1988). In some areas, parents have to travel long distances to find appropriate care (Ancell & Haugen, 1986). Long waiting lists are common at centers which are convenient to the workplace (Mangan, 1988), and it is not unusual for preschoolers to be in multiple arrangements (Decker, 1989; Hofferth, 1989; Magid, 1989). Parents often worry whether informal arrangements with neighbors, relatives, and babysitters will last (Decker, 1989).

This writer, having been a working mother for 10 years, knows the difficulty of finding child care in a rural area hundreds of miles from the grandparents. Daycare centers were non-existent; home daycare arrangements tenuous at best.

Quality of Care

Much of the child care that is available is of questionable quality. Experts estimate that between 50% and 90% of daycare homes are not licensed or regulated in any way (Hofferth, 1989), making it difficult to determine such indicators of quality as adult-child ratios, safety, and educational focus of these homes. Poor families are especially likely to be relying on unsafe care arrangements; proven programs such as Head Start are able to serve less than 20% of eligible children (Edelman, 1989).

Affordability of Care

When acceptable child care is available, many families spend a disproportionately large percentage of their income to pay for the service. Child care costs represent a substantial portion of the family budget; about 10% for middle-income families and as high as 26% for low-income families (Hofferth, 1989). Single mothers, who usually are faced with the prospect of low wages, frequently receive little or no financial support from the absent father (Schomaker, 1988). Without low-cost child care, there is little hope for these women to move their families out of poverty. Some cannot afford any preschool program, a situation which denies educational support to those who need it most (Edelman, 1989). But at this point, there is no federal program operating expressly for providing direct assistance to help lower-income families pay for child care. What money is available through the states is shrinking due to budget cuts and inflation (A Children's Defense Budget, 1988).

Child care has become a popular political issue in the past ten years (Mitchell, 1989). Some senators, such as Kit Bond, distribute

newsletters to constituents describing their work on child care bills and soliciting opinions (1989). Presidential candidates made early childhood education part of their political platforms (Strother, 1987). Numerous daycare bills have been introduced into Congress, and it is inevitable that some form of national legislation will be enacted in the near future. In New Jersey, welfare reform programs include daycare for children of participants while they work or go to college (Jaschik, 1988).

Unfortunately, college students in other parts of the country are not so fortunate. For them, finding suitable daycare during classes is all but impossible. Some students have become so desperate that they are taking their children with them to classes (Felger, 1984; University Child Care Proposal, 1986). As with working parents, the problem involves quality, availability, and affordability of care, particularly the latter two. Few college students can work enough hours to pay their school bill plus child care costs. Compounding the situation is the fact that child development labs on many campuses have been ordered to balance their budgets, necessitating tuition increases (Fecter & Witten, 1984; Miller, 1987). Whatever the fee, child care space on or near campus fills quickly. Long waiting lists indicate that many more families need convenient services (University Child Care Proposal, 1986; Zadra, 1983).

When a college or university has no child care center, students from various disciplines needing experience with young children must be placed at off-campus facilities. Frequently, exemplary early childhood programs are difficult to find, and create transportation problems for students (Fecter & Witten, 1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Objectives

General goals of this practicum project were (a) to provide a high quality daycare program which meets the physical, cognitive, and emotional needs of preschool children; (b) to locate this service in a setting convenient for college students who are also parents; and (c) to establish a model child development laboratory as an example for Early Childhood Education and Child Care & Development majors.

Specific objectives of the project included:

1. Upon completion of the implementation period, the Preschool will have a child care program which complies with state licensing standards.
2. Building modifications will include the addition of a stove, refrigerator, sink, dishwasher, and all necessary plumbing and electrical wiring.
3. A budget of \$7,893 in cash and/or donations will be raised.
4. The program will have a minimum of six (6) children per day in full day care.
5. The preschool will have a new name, and revised parent and staff handbooks to reflect the additional services.

Measurement of Objectives

Objective 1 was assessed by a review of state licensing regulations covering ratios, space, staff qualifications, and building codes for child care centers.

Objective 2 was assessed by observation at the end of the implementation period.

For objective 3, the director kept a file listing cash contributions and donated items, with dollar amounts totaled at the end of the implementation period.

For objective 4, attendance records were kept.

Items in objective 5 were assessed by observation at the end of the implementation period.

CHAPTER IV

SOLUTION STRATEGY

Increasing Child Care Services

Child Care Options

A wide range of campus child care programs currently exists, from simple referrals to full-time, year-round centers on school property. For example, Atkinson, Ray, and Stutsman (1987) describe their service, which offers information and referrals to the residents of their county. Child care providers are charged a fee to be listed; parents also pay a small amount to receive a computer printout listing providers' names, phone numbers, locations, hours available, and other pertinent facts. The 4-C's Child Care Information and Resource Center does not endorse any particular person or center, but rather encourages parents to visit with providers and check references given. Walla Walla Community College (Report of Child Care Services, 1987) gives a resource bulletin to student parents that lists names, addresses, and rates for providers in the community.

Although some campus child development centers have maintained their half-day programs (Gelsmar, 1982; Farland & Carey, 1982; University Child Care Proposal, 1986), many others have found it necessary to expand to full-time care. Enrollment is limited exclusively to students and campus employees at the University of Oregon child care center (Katz, 1979), and some City University of New York campuses (Zadra, 1983).

Other centers accept children from their local communities (Adamo, 1985; Farland & Carey, 1982; Fechter & Witten, 1984; Miller, 1987; Olsen, 1985; Podell, 1982; Zadra, 1983).

Emphasis of Program

According to Farland and Carey (1982), campus child care programs can be classified in three ways. A laboratory school is established primarily to serve as a setting for teacher education and training; emphasis is on children's education. On the other hand, a child care program is established primarily to care for children of student parents, and usually functions under authority of the student services organization. A combination program, as its name suggests, has a dual focus on instruction and services.

Caldwell states, "There are many advantages to both consumers and providers of a comprehensive child development program that incorporates the best--and eliminates the worst--of traditional child care and education" (1989, p. 408). She calls this blend educare. Indeed, some analysts, such as Mitchell (1989), claim that "the misperception that early childhood education and child care can be discrete services is fast becoming a thing of the past. Programs for young children cannot be one or the other; any early childhood program provides both education and care" (p. 666).

Food Service

When the preschool chose to expand to full day, some type of food service had to be selected. Several different methods are described in the literature. Children may bring their lunches from home, as is practiced at one center near the preschool, but this solution is mentioned only in older writings such as Cargill (1977). Contracting meals from the campus cafeteria works well for Decker (1989) and Katz

(1979). Other centers provide foods that can be prepared in small appliances (Ancell & Haugen, 1986), or in fully equipped kitchens (Gordon, 1983; On-site Day Care, 1980).

Funding of Program

Operating funds for campus child development programs may derive from more than one source. Institutional support can include free facilities, maintenance, and utilities (Katz, 1979; Report of Child Care Services, 1987) or direct cash subsidy (Miller, 1987; Podell, 1982). Centers usually charge tuition fees (Ancell & Haugen, 1986; Decker, 1989; Katz, 1979; Miller, 1987; On-site Day Care, 1980; Podell, 1982; Reed, 1989; Report of Child Care Services, 1987) and may receive money from various student organizations (Podell, 1982; On-site Day Care, 1980; Report of Child Care Services, 1987; Zadra, 1983). Centers can seek outside support such as state and federal funds (Graser, 1983; McElhenny, 1988; On-site Day Care, 1980) or grants (Harrington-Lueker, 1989). The college auxiliary contributes to two campus centers surveyed by McElhenny (1988), while others conduct sales and solicit donations (Ancell & Haugen, 1986; Farland & Carey, 1982; Reed, 1989; Zadra, 1983).

Calendar Basis for Child Care

In McElhenny's survey of child care operations at League for Innovation Community Colleges (1988), she found that of 48 centers, 15 operated during the academic year only; 18 added summer school hours, and 15 operated a full 12 months. The University of Oregon, Eugene, child care center follows the institution's calendar (Katz, 1979), while the Snow Child Care Center at Eastern Michigan University operates year-round (University Child Care Proposal, 1986).

Description of Selected Solution

There appeared to be enough interest to support a full-day child development program, especially one that is open to the public. The small size of the college (1,600 students, most of whom live in the dormitories) limits the number of potential students needing care for preschoolers. In addition, children from the community help provide greater racial and ethnic diversity (Farland & Carey, 1982).

The emphasis of the program is a combination laboratory school and child care center. The morning program, from 9:00-11:30, remains the same as it has been in the past. Parents who wish their children to attend only during this time may do so. Those who need full-day care have that option.

Lunch and snacks are prepared in a fully-equipped kitchen. Since the preschool is a laboratory setting, food service should be typical of what early childhood majors will find in future jobs. Also, licensing regulations in this state require that foods be prepared in furnished kitchens. However, the addition of appliances and equipment necessitated fundraising. Activities included submitting a grant proposal, conducting candy sales, and direct solicitation of businesses.

Tuition fees provided the major portion of the new daycare's budget. A small amount of support was available from the college administration. Fees for the morning-only program were raised slightly since there had not been an increase in four years. Full-day rates were determined partially by what it costs to offer the program and what other centers in the area charge. Discounts continue to be available to faculty, staff, and students of the college, and families with more than one child enrolled. The use of outside support, such as student activity fees, college auxiliary, and employer donations, was explored.

The calendar basis of operation continues to be the college calendar, including first session of summer school. When the preschool is open but the college is not, field placement and work/study students are not available, affecting ratios and leaving the program without custodial help. Those families affiliated with the college would not attend between semesters, and the remaining families are not enough to support the center. On the other hand, families who need summer care are forced to change centers during that time. Therefore, recruitment efforts are targeted toward students, staff, and faculty of this college, the three other nearby colleges which do not have campus child care facilities, and local public school teachers. A survey was taken at the end of the implementation period to determine demand for a summer program.

Report of the Action Taken

Planning Stage

The first step in the implementation process was to gain administrative approval. The department chairman had backed the idea of a full-day program from its inception, so the director next approached the academic dean. She prepared a proposal, including rationale, necessary building modifications (Appendix B), project budget (Appendix C), and daycare budget (Appendix D), to be presented by the dean to the board of administration. A special feature of the proposal was a chart (Appendix E) listing the advantages and disadvantages of various methods of providing lunch to the children. This information was important in convincing the board to approve the kitchen addition.

After the director received permission to proceed with the project, she discussed her plans with the local child care licensing supervisor. Although the preschool is exempt from state licensing regulations (because it is sponsored by a well-known religious organization) this person provided helpful suggestions and ideas, and answered questions. She suggested calling the city health department to arrange an inspection.

The food control specialist listed all changes required to turn the former office back into a kitchen. These included: installation of a stove with hood, a dishwasher (home type permitted), a sink, and a refrigerator; replacement of carpet with linoleum or tile; and replacement of old water heater with one which would provide adequate hot water to the entire building.

Next, the director met with the supervisor of campus maintenance. She presented the list of changes required by the health department, and the supervisor promised to solicit bids for the work (plumbing,

electrical, and carpentry). A maintenance employee came to the preschool to look over the proposed kitchen area.

Meanwhile, plans were made for raising funds to pay for the remodeling. The board of administration had made it clear that the college could not support the project financially except for any labor that the maintenance department might be willing to provide. Several possible sources of external income were identified: candy sales and direct solicitation, which had been successfully used the previous year (Reed, 1989), and grant proposals.

Fundraising

A proposal similar to the one submitted to the board of administration was submitted to the ladies' auxiliary of the college. The candy sales representative was eager to help the preschool again. As before, the first parents' night of the school year would be used as a kick-off for the fundraising campaign. In addition, the director planned a kitchen shower for part of that meeting. Complete information about the project was to be sent home in the September newsletter.

Throughout the summer, businesses and individuals were solicited for donations of cash or merchandise. All office supplies and materials, including the telephone, were moved to the new office area with the help of volunteer labor. The husband of a student who had worked at the preschool donated and installed the linoleum. Volunteers solicited a microwave oven and refrigerator, and installed a donated sink and faucet in the counter top.

The director introduced the fundraising activities and held a kitchen shower at the year's first parents' night. The shower was a great success. Parents brought everything from dish towels to spaghetti strainers. Donations were kept together in a box until the next day when

the children were permitted to look at and handle all the items, which were then washed and put away.

Another feature of the meeting was a short slide show of the preceding year's project. Seeing the results of previous efforts inspired more parents to become involved. The candy salesperson attended the meeting and explained how the sales campaign would be conducted. Many of the parents knew the representative because she is a local resident whose children all had attended the preschool. A list of needed work and materials was distributed; as a result, one family immediately donated a stove.

The candy sale was conducted in two ways. First, the director had arranged with the sales representative to deliver the same amount of chocolate that was sold the previous year, plus one extra case of the most popular flavor. The preschool parents took orders for miniature chocolate bars supplied in 12 oz. bags. At the end of ten days, order blanks were collected and the candy distributed. This phase of the program was completed in a relatively short period of time.

The other phase of the program was the sale of standard-size chocolate bars. College students were encouraged in class to participate. Also, posters in the education department announced the sale, and many students remembered it from participating the previous year. As incentive, prizes of \$25 and \$15 gift certificates were offered from a local teacher supply store. Students could sell their candy any way they chose: on campus, in offices, at home, or in local neighborhoods and businesses.

One important change in the student sales procedure was the development of a short contract specifying that the student would be responsible for any candy and/or money in his or her possession.

This policy reduced the number of cases that were returned with less than the full amount of money. Two students had candy money stolen from their dormitory rooms, but because of the contract system, both paid for it themselves without question.

The deadline for student sales was set at December 1. Winners were announced at a monthly meeting for education students.

The first items to be purchased with candy money were rest cots. Children had been using plastic kindergarten mats that had been at the preschool for several years. They were excited to sleep on the new cots. The cot company sent one free sheet which was used as a pattern to make sheets for all twelve cots.

In the spring, two anonymous donors gave a total of \$340. This money paid for the dishwasher. A preschool committee member pledged \$110 per month for three months, and a parent gave \$100, all of which helped to purchase materials for the new office wall.

Facility Modification

In late summer the director contacted the maintenance supervisor to check on the status of the plumbing bid. His reply was that the architect was only making a bid on the plans, not the work itself. After several weeks delay, it was determined that the cost for preparing working drawings, submitting plans to the city building department, preparing a cost estimate and soliciting bids from plumbers was going to be \$1,460!

The director felt that this was unreasonably high for remodeling a room just 11'10" X 9'6", especially since this included only the planning stage. Besides, she was not entirely convinced that the city required such an elaborate procedure for simply returning the kitchen to its original purpose.

After calling the city building inspector and learning that architect's drawings were not required under these circumstances, the director talked again with the academic dean. He suggested a meeting between himself, the director, the education department chairman, and the maintenance supervisor. At the meeting, it was agreed that rather than pay an architect to perform unnecessary work, the maintenance department would prepare working drawings and solicit bids directly for any remodeling not done by volunteers.

Eventually this was done. By February, the plumbing firm submitting the lowest bid was engaged. Within two days, the preschool had running water in the kitchen. Everyone celebrated!

But the happiness was short lived. About a week later, the work/study cook noticed that the sink was not draining properly. The maintenance secretary suggested using drain cleaner, but the director was hesitant. If the problem was caused by improper installation, she reasoned, adding chemical products might worsen the situation. Instead she tried unsuccessfully to use a plunger.

The next day the maintenance crew discovered that the sewer line had been hooked up to what they called a dead pipe. A week's worth of water had filled the drain completely. This was corrected, but somewhere in the process the sink faucet began to drip.

The preschool staff felt that if the drip could be tolerated until the end of the school year, the faucet could then be replaced or repaired without disrupting meal service. This plan, however, was not to be. One weekend one of the preschool teachers was working in her room with her daughter and the child's friend. The little girl pointed out that the faucet was dripping and tried to stop it by pressing down on the handle. In doing so she broke it off. The teacher tried to put it back together

and left a note explaining the situation so that the staff person on duty first thing Monday morning would be careful with the faucet.

Everything worked fine until Tuesday afternoon. As the director was washing her hands at the sink, she pressed down on the faucet handle. The entire upper half of the faucet flipped off, exposing both open lines. Water shot high into the air like a geyser, soaking the curtains, window, countertop, floor, and director, who quickly turned an empty garbage can upside down over the faucet base. The increasingly hot water was deflected into the sink long enough for someone to reach under and turn the shut-off valves. The preschool teacher graciously offered to buy a new faucet and her husband installed it the next day.

Interior construction began immediately after school dismissed in May. The first task was to frame in the wall for the new office. Staff members, their families, and friends completed the work with an office door, sheetrock, paint and stain. Additionally, sagging kitchen cupboards were braced up and the dishwasher and garbage disposal installed. On workdays a potluck picnic lunch was prepared.

After several weeks delay, the campus maintenance department finally added necessary electrical wiring for the new wall outlet, dishwasher, garbage disposal, stove, and range hood. Also, outlets near the sink were replaced with ground fault circuit breakers according to city codes.

Finally, new carpet was installed in the office, donated by the same person who provided the kitchen linoleum. The office looked so nice that the staff decided to repaint the entire first floor of the building. Country-style curtains, sewn by the director and stenciled by a teacher, completed the new look.

Food Service

In order to begin the new daycare program as planned, the director decided to follow lunch program alternative 3 (Appendix E), providing foods that can be prepared in a toaster oven, microwave oven, or electric frying pan. The director prepared menus that were compatible with this arrangement (see Appendix F), but still provide required nutrients as outlined in USDA guidelines. Meals also include foods made with available commodities such as oatmeal and canned beef. Snacks remain basically the same as in past years: nutritious foods (fruits, vegetables, pure juices) and cooking activities coordinated with weekly classroom themes.

Public school lunches have recently come under fire for their heavy doses of salt and fried foods (Montgomery, 1988; Reecer, 1988). The preschool's menus incorporate most of Montgomery's suggestions for healthy meals (p. 30). For example, no salt is added during cooking or at the table. Foods are never deep fried; fresh fruits and vegetables are served whenever possible. Meals are rotated each 14 school days to prevent serving the same food on the same day of the week. Gordon (1983) recommends a cycle of menus because it saves time and money.

Since college students frequently change their work/study positions, the director felt it would be helpful to prepare a notebook containing detailed recipes and explanations of the center's food program. This would provide a reference source for new student cooks each semester.

To simplify food purchasing, a list of commonly used items was typed and laminated (Appendix G). The head teacher shops late on Tuesday afternoons while a work/study employee supervises the few remaining children. Before she leaves for the store, the teacher checks supplies and uses a washable marker to note any needed foods on the grocery list.

Later the markings are wiped off. Cents-off coupons are used whenever possible.

Meals are served family style around a single table. Staff members painted the former art table and added paper place settings, then covered the entire top surface with heavy clear plastic. Sometimes the children help set the table. After all are seated and grace has been said, the food is passed. Although children are encouraged to try some of each item, no one is forced to eat nor rushed. Mealtime takes place in a pleasant, relaxed atmosphere. Adults and children eat together to encourage socialization.

Health department regulations require disposable dishes and utensils in child care centers without a dishwasher or 3-vat sink. Until the dishwasher was installed, reusable items had to be washed in the preschool's storage room sinks and sterilized with a bleach solution. After lunch and snacks each child threw away his/her table service, then a work/study employee washed the tables, chairs, and floor area.

New Sign

During the spring semester the director hired a work/study employee who was an art minor. Upon hearing that the preschool needed a new sign, the student volunteered to do the job. The student's father is a professional sign painter who offered her advice. The results were excellent. The director obtained a sign permit (required by new city regulations), and the sign, painted on both sides, was installed perpendicular to the street by volunteer labor. Information on the sign includes the new name of the center, hours and days of operation, phone number, and ages of children enrolled.

Staff

The two permanent staff members who worked at the preschool returned

again this year. One teacher worked mornings only so that she could continue to pursue a bachelor's degree at the college. The head teacher expanded her hours, working from 8:30-4:30 each day. Assistance was provided by work/study employees and field work students.

In the past, the preschool had been awarded one work/study employee for cleaning purposes. This year the center received three workers--one opened the building each morning and supervised early-arriving children until the teachers came in; another came shortly before closing to do most of the cleaning; and the third prepared, served and cleaned up lunch. The director developed written guidelines to help student workers improve their performance (Appendix H).

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Three of the five objectives for this practicum were completely met; two were partially achieved.

1. Due to several delays, the building remodeling was not completed in time to apply for a state license before the new school year began. The center will continue to operate under an exemption until the licensing process is complete, although the program meets or exceeds regulations.

2. Building modifications included the addition of a kitchen sink with garbage disposal, dishwasher, stove, refrigerator, new office wall, and all necessary plumbing and electrical wiring.

3. A budget of \$3,771 in cash, labor, and material donations was raised. Although the ladies' auxiliary rejected the grant proposal, enough money came in from other sources to purchase all proposed equipment except a freezer and compact washer/dryer.

4. The program averaged 7.2 children for lunch each day in October; by April the average number increased to 8.0 children.

5. The preschool committee of the college suggested new titles for the program. The name selected is ***** College Early Childhood Center. The director feels that this title better reflects the

program's comprehensive services and focus than the word preschool.

The parent handbook was revised to include information pertinent to the extended day. The staff handbook was not revised, since there are just two permanent employees, and only one of them experienced a change in duties resulting from the new program. However, written work/study guidelines were developed for the first time.

Conclusions

In addition to meeting the objectives as discussed above, this practicum resulted in other positive outcomes. One of these is increased awareness of the preschool program on the part of the rest of the campus. The posters, candy sales and solicitations, announcements in campus newsletters and new sign served to bring the program to the attention of many who did not even know it existed. Interestingly, the director found that she had to do less direct advertising (such as radio spots and mailings to prospective families) than in previous years.

Since the project was implemented, enrollment at the center has steadily increased. All spaces are filled for the 1990-91 school year, with six families on a waiting list. This compares with five spaces available each day at the start of the previous year. It is not unreasonable to assume that the increase is a direct result of the extended day program, since an average of 11 children per day now stay at least through lunch.

Another positive outcome was increased parent participation. Most children attend the center for two years or less, making it difficult for the moms and dads to establish a strong parents' group. Raising funds for the new kitchen gave parents a goal to work toward, and according to responses on the year-end evaluation form (Appendix I),

enhanced their feelings of involvement in their child's education.

Two additional college classes benefit from the new day care. Students from the Administration of Early Childhood Programs course participate in art and cooking workshops held at the center. The Math for Teachers class, which usually meets in the afternoon, is now able to conduct activities with the preschoolers.

A less obvious gain from this project has been the elimination of disposable tableware. Besides the expense, use of these products contributes to the growing problem of trash disposal.

Overall, the extension of the preschool day and addition of kitchen facilities has greatly improved the early childhood program. The director's dream of a high quality campus child development center is finally coming true.

Recommendations

Recommendations for others who are interested in expanding a half-day preschool program and/or improving facilities include:

1. Conduct a needs assessment to determine which services parents are most likely to use.
2. Visit other centers and talk with their directors. It is helpful to prepare a comparison chart such as the one in Appendix J.
3. Include as many people as possible in fund raising efforts. Delegate duties.
4. Advertise! Prepare a poster or photo display of current facilities and desired additions; use for motivating involvement and donations.
5. When soliciting donations of cash or materials, follow up on all leads suggested by parents or other members of the organization.

6. Plan ahead and prepare for possible delays. Building modifications nearly always take longer than anticipated.

The child care program can continue to grow in several ways. One area of need is a tuition assistance policy. Although the center is full, several families could use help paying their fees. The director plans to raise funds for this purpose on an annual basis. The preschool committee of the college is developing guidelines for applicants.

Another change that could be made is the addition of summer hours. Although only three parent questionnaires mentioned dissatisfaction with adherence to the college schedule, eventually the director would like to investigate possible ways to provide summer care without eliminating spaces for part-time children. Although the literature suggests that multiple care arrangements are unpopular (Decker, 1989; Hofferth, 1989; Magid, 1989), several parents seem to prefer that their children attend the center two or three days per week and a family day care home the other days.

The number of people on the waiting list for Tuesday-Thursday openings indicates that the director could hire a part-time teacher and open another class on those days, possibly a mixed-age group. Since the afternoon enrollment is fairly small, children three to five years are cared for together. Although this is done from necessity, new research shows that mixed-age grouping benefits both older and younger children (Katz, Evangelou, & Hartman, 1990).

Additional improvements to the building could include new carpet and linoleum, and renovation of the downstairs bathroom. Since the building is quite old, new storm windows are needed. A compact washer/dryer in the storage room would be great for laundering cot sheets, kitchen linens, and children's soiled clothing. One parent has already promised

money for a small chest-type freezer to go in the kitchen.

Dissemination

This practicum has improved the early childhood center's image both on campus and in the surrounding community. The posters, fundraiser, and frequent mention in campus newsletters served to keep the program's progress visible.

The director prepared a slide show entitled "A Day at the Early Childhood Center" which was presented at parents' night. The slides demonstrate a child's typical day. One parent suggested that the presentation be available for viewing when children enroll.

According to several sources (Report of Child Care Services at Washington Community Colleges, 1987; On-site Day Care: The State of the Art & Models Development, 1980; Katz, 1979; Olsen, 1985; Fechter & Witten, 1984; Zadra, 1983; Podell, 1982; Felger, 1984), campus child care centers are increasingly in demand. An article based on this practicum might be of interest to the National Coalition for Campus Child Care, or perhaps the director could lead a workshop at an NCCCC conference.

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APPENDIX A

CHILD CARE NEEDS ASSESSMENT QUESTIONNAIRE

36

***** COLLEGE PRESCHOOL

Child Care Needs Survey

Date_____

Name_____Phone no._____

Names and birthdates of children needing care_____

If the ***** College Preschool was expanded to an all day program, how often would your children attend?

_____Never

_____Occasionally

_____On a regular basis

Hours that care is needed:

From _____ to _____ (Ex.: 7:00 a.m. to 4:00 p.m.)

Days of the week care is needed:

M T W Th F (please circle)

Yearly schedule of care needed:

_____All year round

_____During school year only

_____Summer only

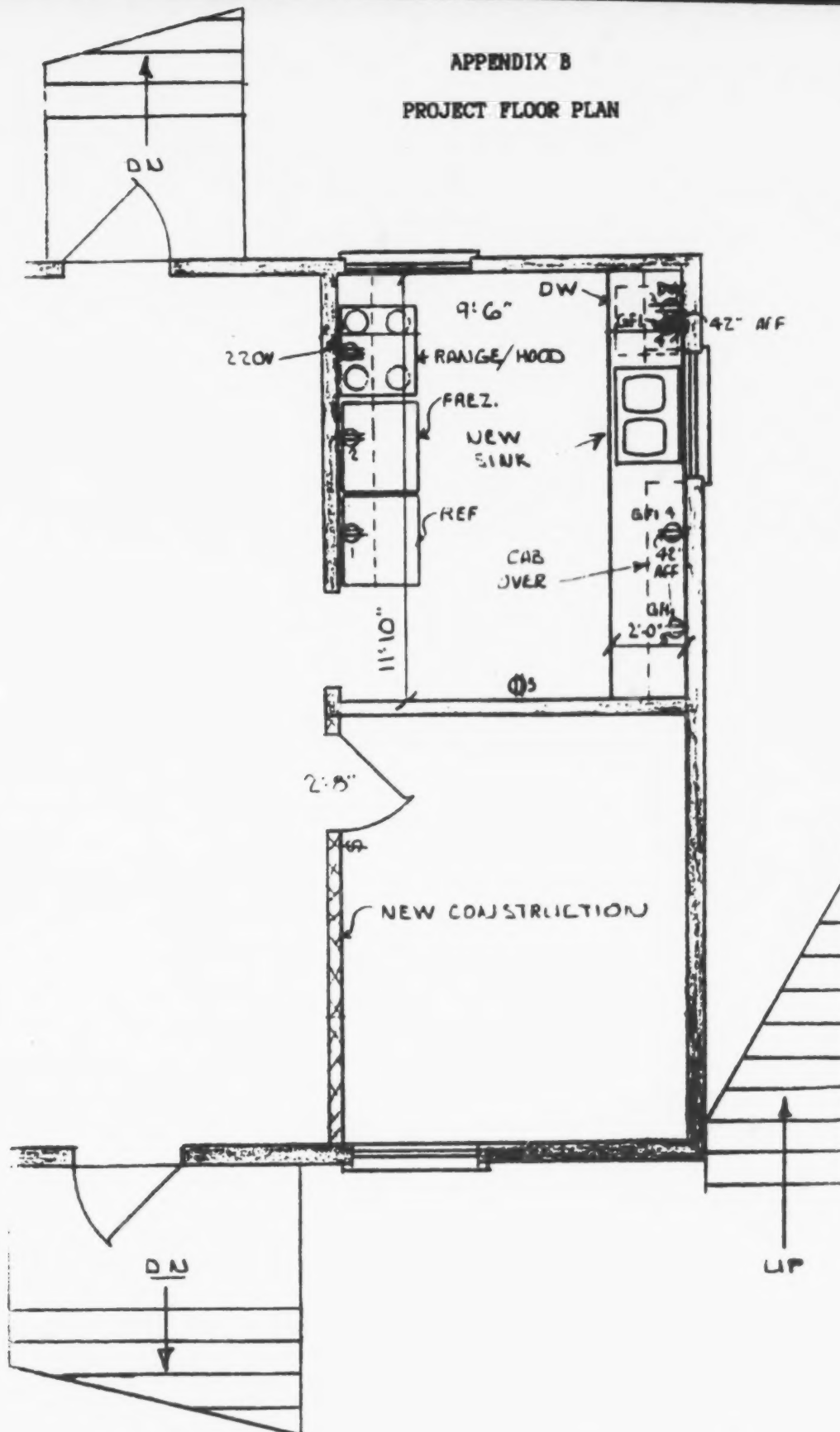
Why would you choose our program over other child care arrangements?

Please return this questionnaire by 4/10/89.

Thank you,
Mrs. Peggy Reed
Preschool Director

APPENDIX B
PROJECT FLOOR PLAN

38



PROJECT BUDGET

Income

I. Candy sale	\$ 1,400
II. Cash	770
III. Material and labor donations	1,601
TOTAL	\$ 3,771

Expenses

I. Personnel	
A. Plumbing Bid (includes labor, permits, and all materials)	\$ 730
B. Other	
1. Carpet and linoleum installation (donated by local installer)	100
2. Electrical work (includes materials and labor--college maintenance dept.)	568
3. Construction work (volunteer labor)	300
II. Non-personnel	
A. Sinks, double (used, donated by preschool staff member)	40
B. Kitchen faucet (donated by staff member)	70
C. Garbage disposal, heavy duty 1/2 hp	130
D. Stove/oven, electric (used, donated by preschool parent)	200
E. Refrigerator/freezer (used, donated by local appliance rental store)	200
F. Range hood	35
G. Dishwasher, built-in (new, anonymous donor)	290
H. Deep freeze, upright	***
I. Microwave oven (used, donated by preschool parent)	150

	41
J. Washer/dryer, compact size	***
K. Pots, pans, dishes, utensils (donated by preschool parents)	100
L. Nap cots (12 @ \$16)	192
M. Cot sheets (12 @ \$3) (Donated by preschool parent)	36
N. Wall with door for new office space (8'9")	179
O. Paint, stain, brushes	27
p. Carpet for new office (13 yds.) (Donated by local carpet installer)	65
Q. Lineoleum for kitchen (12 yds.) (Donated by local carpet installer)	50
R. Miscellaneous	25
	\$ 3,487

***The freezer and washer/dryer will be purchased during next year's fund raiser.

APPENDIX D

ANNUAL DAYCARE BUDGET

43

***** COLLEGE PRESCHOOL

Budget for 1989-90

Income

Registration fees (\$25 X 45 children) \$ 1,125

Tuition

5 days (3 X 1980) = 5,940	5 half days (1 X 630) = 630
3 days (5 X 1188) = 5,940	3 half days (15 X 513) = 7,695
2 days (5 X 792) = <u>3,960</u>	2 half days (15 X 405) = <u>6,075</u>
15,840	14,400

\$ 30,240

Total \$ 31,365

Expenses

Salaries and benefits	
Director	***
Head Teacher (\$14,700 plus insurance)	15,960
Teacher, part-time	4,627

Overhead	3,990
----------	-------

Supplies	
Food and other grocery items	2,200
Administrative and classroom materials	800
Duplicating, postage	300

Equipment	
Repairs/Maintenance/Replacement	100

Public Relations and Advertising	200
----------------------------------	-----

Field Trips/Motor Pool	100
------------------------	-----

Professional Advancement	
Conferences, courses, dues, books, Journals	150

Miscellaneous	<u>100</u>
---------------	------------

Total \$ 28,527

***** College Preschool Proposed Daycare
Lunch Program Alternatives

<u>Alternatives</u>	<u>Advantages</u>	<u>Disadvantages</u>
1. Children bring their own lunches	No expense involved for preschool	Parents expect food service to be provided at the daycare as is done at most centers Teachers have no control over nutritional value of foods brought Children may be jealous of other children's lunch foods, causing discontent
2. Preschool provides meals from cafeteria	Hot, nutritious lunch can be provided Minimum expense to preschool in terms of equipment Convenient for parents	Foods must be transported some distance; correct temperatures must be maintained; dirty dishes must be taken back to cafeteria or disposables used Cafeteria menus are geared toward adult tastes; many typical foods would be difficult for youngsters to cut and chew Cost of meals would be higher than those prepared on site; cost would have to

Alternatives

3. Preschool provides foods that can be prepared in toaster oven or microwave
4. Preschool installs kitchen, including stove, refrigerator, sink and dishwasher

Advantages

Minimum expense for preschool in terms of equipment

Hot, nutritious lunch can be provided

Convenient for parents

USDA commodities can be used to reduce cost

Better example for students; typical of what they will find in most centers they will work in

Larger number of children can be served

USDA commodities or food reimbursement program can be used to reduce cost

Wide variety of nutritious foods can be provided

Less expensive than disposables over long term

Convenient for parents, staff

Disadvantages

be passed on to parents

Only a small number of children can be served in this manner

Disposable dishes and utensils must be used; cost can be high over long periods

Limited number of foods can be prepared

Initial expense of equipment; repairs and replacements

Alternatives

Advantages

Disadvantages

Preschool can be used for
other functions during
closed times

**We should keep in mind that the preschool is perceived as a model program by our education majors and the local community. In light of this, we must strive to provide the highest quality lunch program possible.

ROTATING LUNCH MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Spaghetti with meat sauce	Barbeque beef on buns	Chicken noodle casserole	Fish sticks	Taco salad
Green beans	Oven fries	Biscuits w/honey	Macaroni & cheese	Corn
Buttered bread	Lettuce & tomato salad	Peas	Green beans	Banana muffins
Grapes	Sliced peaches	Peanut butter cookies	Cornbread	Vanilla ice milk
Milk	Milk	Milk	Applesauce Milk	Milk
Chicken nuggets	Mini-pizzas with beef & cheese	Hot dogs	Ravioli	Hamburgers
Tater tots	Peas	Buns	Green beans	Buns
Broccoli with cheese sauce	Pineapple	Pork & beans	Buttered bread	Oven fries
Oatmeal muffins	Chocolate pudding	Fruit cocktail	Applesauce	Corn
Apple slices	Milk	Milk	Oatmeal cake	Lettuce & tomato salad
Milk			Milk	Milk
Peanut butter and honey sandwich	Beefaroni	Grilled cheese sandwich	Scrambled eggs	
Fresh vegetables with dip	Green beans	Mixed vegetables	Pancakes	
Vanilla pudding	Cinnamon toast	Applesauce	Sausage links	
Bananas	Cottage cheese with pineapple	Peanut butter cake	Orange slices	
Milk	Oatmeal cookies	Grape jello cubes	Biscuits w/honey	
	Milk	Milk	Milk	

LUNCH MENUS AND RECIPES

APPENDIX F

49

MENU 1

(Serves about 8-12 preschool children)

Spaghetti with Meat Sauce

Cook 1 lb. spaghetti as package directs. While spaghetti is cooking, brown 1 lb. hamburger in microwave oven. Drain. Add large jar spaghetti sauce; heat through.

Green Beans

Heat 2 cans green beans in microwave safe bowl about 3 minutes.

Buttered Bread

Butter 8 slices bread; cut in half diagonally.

Fruit Cocktail

Pour 2 cans fruit cocktail into medium size bowl.

Milk

Children may choose white or chocolate milk.

MENU 2

(Serves about 8-12 preschool children)

Barbeque Beef

Mix 1 can commodity roast beef with 1/2 cup bottled barbeque sauce in microwave safe bowl. Cook about 2-3 minutes until heated through. Spoon onto 8 hamburger buns; cut sandwiches in half.

French Fries

Prepare 1 lb. frozen french fries in oven or toaster oven according to package directions. Serve with ketchup.

Salad

Wash about 1/4 head of lettuce; tear into bite-size pieces. Add 1 tomato, chopped. May also add fresh carrot and celery slices. Serve with ranch dressing.

Peaches

Serve 2 cans sliced peaches in medium size bowl.

Milk

Children may choose white or chocolate milk.

MENU 3

(Serves about 8-12 preschool children)

Chicken Noodle Casserole

See recipe section at end of notebook.

Biscuits with Honey

Prepare 2 cans biscuits in oven or toaster oven as package directs.
Serve with butter and honey.

Peas

Heat 2 cans peas in microwave safe bowl about 2-3 minutes.

Peanut Butter Cookies

See recipe section at end of notebook.

Milk

Children may choose white or chocolate milk.

MENU 4

(Serves about 8-12 preschool children)

Fish Sticks

Prepare large box of fish sticks in oven or toaster oven as package directs. Serve with ketchup.

Macaroni and Cheese

Cook 1 lb. elbow macaroni as package directs. Meanwhile, melt 1/2 lb. Velveeta cheese with a little milk in microwave, stirring after each 2 minutes, until smooth. Drain macaroni; stir in cheese sauce.

Green Beans

Heat 2 cans green beans in microwave safe bowl until hot.

Applesauce

Pour large jar applesauce into medium size bowl. Sprinkle with a little cinnamon.

Cornbread

See recipe section in back of notebook.

Milk

Children may choose white or chocolate milk.

MENU 5

(Serves about 8-12 preschool children)

Taco Salad

See recipe section in back of notebook.

Corn

Heat 2 cans corn in microwave safe bowl until hot.

Banana Muffins

See recipe section in back of notebook.

Vanilla Ice Cream

Serve in small bowls.

Milk

Children may choose white or chocolate milk.

MENU 6

(Serves about 8-12 preschool children)

Chicken Nuggets

Prepare large box of chicken nuggets in oven or toaster oven as package directs.

Tator Tots

Prepare half of 2 lb. bag of tator tots in oven or toaster oven as package directs.

Broccoli with Cheese Sauce

Prepare 1 lb. frozen broccoli in microwave as package directs. Drain. Then melt 1/2 lb. Velveeta with a small amount of milk. Stir until smooth. Pour over broccoli.

Cherry Jello

Prepare in advance 2 small boxes cherry jello according to package directions. May be poured into molds; or cut in squares when firm.

Oatmeal Muffins

See recipe in back of notebook.

Milk

Children may choose white or chocolate milk.

MENU 7

(Serves about 8-12 preschool children)

Mini-pizzas

See recipe section in back of notebook.

Peas

Heat 2 cans peas in microwave safe bowl until hot.

Pineapple

Empty 2 cans pineapple chunks into medium size serving bowl.

Chocolate Pudding

Prepare in advance 2 small boxes instant chocolate pudding as package directs.

Milk

Children may choose white or chocolate milk.

MENU 8

(Serves 8-12 preschool children)

Hot Dogs

Heat water to boiling in electric fry pan or saucepan on stove. Add 12 hot dogs; heat through. Place hot dogs in buns and cut in half. Serve with ketchup and mustard.

Pork and Beans

Heat 2 cans pork and beans in microwave safe bowl until hot.

Fruit Cocktail

Empty 2 cans fruit cocktail into medium size serving bowl.

Milk

Children may choose white or chocolate milk.

MENU 9

(Serves 8-12 preschool children)

Ravioli

Heat 2 cans ravioli in microwave safe bowl until hot.

Green Beans

Heat 2 cans green beans in microwave safe bowl until hot.

Applesauce

Pour large jar applesauce into medium size bowl. Sprinkle with a little cinnamon.

Buttered Bread

Butter 8 slices bread; cut in half diagonally.

Oatmeal Cake

See recipe section at end of notebook.

Milk

Children may choose white or chocolate milk.

MENU 10

(Serves 8-12 preschool children)

Hamburgers

Shape 2 lb. ground beef into 8 patties; fry in electric frying pan or skillet on stove until well done. Place on buns; cut in half. Serve with ketchup and mustard.

French Fries

Prepare 1 lb. frozen french fries as package directs. Serve with ketchup.

Corn

Heat 2 cans corn in microwave safe bowl until hot.

Salad

Wash about 1/4 head of lettuce; tear into bite-size pieces. Add 1 tomato, chopped. May also add fresh carrot and celery slices. Serve with ranch dressing.

Milk

Children may choose white or chocolate milk.

MENU 11

(Serves 8-12 preschool children)

Peanut Butter and Honey Sandwiches

Prepare 8 sandwiches using peanut butter and honey; cut in half or fourths diagonally.

Fresh Vegetable with Dip

Wash and trim 8 carrots and 8 celery stalks. Cut into small sticks. Serve with 8 oz. carton French onion or chive dip.

Vanilla Pudding with Bananas

Prepare in advance 2 small boxes instant vanilla pudding. Just before serving, fold in 2-3 sliced bananas.

Milk

Children may choose white or chocolate milk.

MENU 12

(Serves 8-12 preschool children)

Beefaroni

See recipe section in back of notebook.

Green Beans

Heat 2 cans green beans in microwave safe bowl until hot.

Cottage Cheese with Pineapple

Drain 1 can pineapple chunks. Mix with 1 large carton cottage cheese.

Cinnamon Toast

Butter 8 slices bread. Sprinkle with sugar and cinnamon; cut in half diagonally. Toast under broiler or in toaster oven a few minutes until lightly browned.

Oatmeal Cookies

See recipe section in back of notebook.

Milk

Children may choose white or chocolate milk.

MENU 13

(Serves 8-12 preschool children)

Grilled Cheese Sandwiches

Spread butter on one side of 16 slices bread. Top half the bread with sliced cheese, then remaining bread. Fry in small amount of butter in electric skillet.

Mixed Vegetables

Prepare 1 lb. frozen mixed vegetables as package directs.

Applesauce

Pour large jar applesauce into medium size serving bowl. Sprinkle with a little cinnamon.

Grape Jello

Prepare in advance 2 small boxes grape jello as package directs. May be poured into molds; or cut into cubes when firm.

Peanut Butter Cake

See recipe section in back of notebook.

Milk

Children may choose white or chocolate milk.

MENU 14

(Serves 8-12 preschool children)

Scrambled eggs

Lightly beat 8-12 eggs in mixing bowl. Stir in about 1/4 c. milk and 1/2 cup shredded cheese, if desired. Cook in electric frying pan, stirring frequently with spatula, until eggs are set but not dry.

Pancakes

In another frying pan or skillet, prepare one batch of pancakes as package directs. Make small round pancakes or alphabet/number shapes.

Sausage Links

Cover microwave safe platter with several layers paper towels. Arrange 2 small boxes precooked sausage links in a circle on platter. Cover with more paper towels. Cook until heated through, rearranging sausages after each 2 minutes heating time.

Orange Slices

Slice 4 oranges crosswise into circles, then again in half.

Biscuits with Honey

Prepare 2 cans biscuits as package directs. Serve with margarine and honey.

Milk

Children may choose white or chocolate milk.

FAVORITE RECIPES

BANANA MUFFINS

2 c. flour	1/2 c. cooking oil
1 tsp. baking soda	1/2 c. honey
1/2 c. sugar	2 eggs
3 large bananas, mashed	1/4 c. milk

Combine flour, baking soda, and sugar in large bowl. In another bowl, blend remaining ingredients, then add to flour mixture. Stir just until moistened. Fill greased muffin tins 2/3 full. Bake at 350 degrees for 20-25 minutes. Makes 2 dozen muffins.

BEEFARONI

1 lb. elbow macaroni
 2 cans commodity roast beef
 2 cans tomato sauce
 1 can whole kernel corn
 1 cup shredded cheese

Prepare macaroni as package directs; drain. Stir in remaining ingredients. Heat through.

CHICKEN NOODLE CASSEROLE

1 (6 1/2 or 7 oz.) can chunk chicken	1/2 c. shredded cheese
(or 2 chicken breasts, boiled and shredded)	1 can cream of celery soup
8 oz. wide egg noodles	1 T. butter or margarine

Cook noodles according to package directions. Partially drain; add butter or margarine. Stir in cheese, chicken, and soup. Heat over low heat until warmed through (or place in greased casserole dish, sprinkle with bread crumbs, and bake at 350 degrees for 30 minutes).

PERFECT CORN BREAD

1 c. flour
 1/4 c. sugar
 4 tsp. baking powder
 1 c. yellow cornmeal
 2 eggs
 1 c. milk
 1/4 c. cooking oil

Combine flour, sugar, baking powder and cornmeal. Add eggs, milk, and oil. Beat with rotary or electric beater till just smooth (do not overbeat). Pour into greased 9 x 9 x 2 inch pan. Bake at 425 degrees for 20-25 minutes. Or spoon batter into greased muffin tins; bake for 10-15 minutes.

MINI-PIZZAS

Brown 1/2 lb. hamburger in microwave, stirring occasionally. Drain. Meanwhile, shred 1 lb. mozzarella cheese (cheddar cheese may be mixed in). Then grease a piece of foil large enough to fit toaster oven tray or cookie sheet. Place canned biscuits on foil-covered tray; flatten them out. Top with 1 Tbsp. spaghetti sauce, 1 Tbsp. cooked hamburger, and 1 Tbsp. shredded cheese. Bake for 8 minutes at 400 degrees. Watch carefully so they don't burn. This will be enough for 3-4 cans of biscuits.

OATMEAL CAKE

1 1/4 c. boiling water	1 1/2 c. flour
1 c. oatmeal	1 tsp. baking soda
1/2 c. butter or margarine	1 egg
3/4 c. brown sugar	1/4 tsp. nutmeg
3/4 c. white sugar	1/2 tsp. cinnamon

Combine water, oats, and margarine and let stand for 20 minutes. Then add remaining ingredients and mix. Bake in greased 13 x 9 x 2 inch pan at 350 degrees for 30-35 minutes. Cool completely, then sprinkle with sifted powdered sugar. Cut into squares to serve.

OATMEAL COOKIES

1 c. raisins plus water to cover	2 c. oatmeal
1 c. sugar	1 c. shortening
2 eggs	7 Tbsp. raisin liquid
1 tsp. vanilla	2 c. flour
1 tsp. baking soda	

Combine raisins with enough water to cover and cook over medium heat until mixture comes to a boil. Simmer about 5 minutes; remove from heat. Cream together sugar and shortening. Beat in eggs; add vanilla and raisin liquid.

Stir in soda, flour, oatmeal, and raisins. Drop by tablespoons on greased cookie sheet. Bake in 350 degree oven for 8-10 minutes or until lightly browned. Makes 3 dozen cookies.

OATMEAL MUFFINS

1 c. oatmeal	1 Tbls. baking powder
1 c. milk	1 well-beaten egg
1 c. flour	1/4 c. cooking oil
1/3 c. sugar	

Combine oatmeal and milk; let stand 15 minutes. Sift flour, sugar, and baking powder into bowl. Combine egg, oil, and oatmeal mixture. Add all at once to sifted dry ingredients, stirring just to moisten. Fill greased muffin pans 2/3 full. Bake at 425 degrees for 10 minutes. Makes about 1 dozen muffins.

PEANUT BUTTER COOKIES

1/2 c. brown sugar	1 c. flour
1/2 c. white sugar	1/2 tsp. vanilla
1/2 c. peanut butter	1/2 tsp. baking soda
1/2 c. shortening	1/2 tsp. baking powder
1 egg	

Cream sugars, peanut butter and shortening. Beat in egg. Add sifted dry ingredients; blend well. Break off small pieces. Place on greased baking sheet and pat out with fork dipped in sugar. Bake at 350 degrees 10-12 minutes or until golden brown. Cool slightly before removing from pan.

PEANUT BUTTER MUFFINS

2 c. flour	1/2 c. peanut butter
2 tsp. baking powder	1/2 c. honey
1/2 c. brown sugar	2 eggs
1 c. milk	1/3 c. cooking oil

Combine flour, baking powder, and brown sugar in large bowl. Stir in milk, peanut butter, oil, honey, and eggs. Stir just until well blended. Fill greased muffin pans 2/3 full. Bake at 375 degrees for 10-12 minutes. Makes 2 dozen muffins.

PEANUT BUTTER SNACK CAKE

1 egg, beaten	1 1/2 c. flour
1/2 c. honey	1/2 tsp. baking powder
1/4 c. sugar	1 tsp. baking soda
2 ripe bananas, mashed	
1/2 c. peanut butter	

Combine egg, honey, sugar, bananas, and peanut butter in a large bowl. Mix well. In another bowl, combine flour, baking powder, and baking soda. Mix well. Pour dry mixture into peanut butter mixture. Mix well. Pour into a greased 9 x 13 x 2 baking pan. Bake in 350 degree oven for 15-20 minutes. Cool; cut into squares to serve.

TACO SALAD

Brown 1 lb. ground beef in microwave oven, stirring frequently. Drain. Add about 1 Tblsp. taco seasoning to meat.

To serve, place cooked ground beef, 1 or 2 chopped tomatoes, 2 cups shredded lettuce, 1 c. shredded cheese, and large bag of tortilla chips in separate bowls. Children may assemble their own tacos at the table.

***** COLLEGE EARLY CHILDHOOD CENTER

Grocery List

Breads & Crackers

- ☐ Graham crackers
☐ Hamburger/hot dog buns
☐ Sandwich bread
☐ Saltine crackers
☐ Other _____

Baking Supplies

- ☐ Cinnamon
☐ Cornstarch
☐ Flour
☐ Food coloring
☐ Salt
☐ Sugar
☐ Other _____

Canned Fruits, Vegetables

- ☐ Applesauce
☐ Corn
☐ Fruit cocktail
☐ Green beans
☐ Peaches
☐ Peas
☐ Pineapple
☐ Pork & beans
☐ Other _____

Condiments

- ☐ Barbeque sauce
☐ Catsup
☐ Lemon juice
☐ Ranch dressing
☐ Taco seasoning
☐ Other _____

Dairy

- ☐ Canned biscuits
☐ Cheese, American
☐ Cheese, cottage
☐ Cheese, mozzarella
☐ Dip, French onion
☐ Eggs
☐ Margarine
☐ Milk, chocolate
☐ Milk, white

Frozen Foods

- ☐ Broccoli
☐ Chicken chunks
☐ Fish sticks
☐ French fries/tater
 tots
☐ Ice cream, vanilla
☐ Other _____

Juice

☐ Apple juice
☐ Fruit punch
☐ Grape juice
☐ Orange juice
☐ Other _____

Meats

☐ Canned chicken
☐ Hamburger
☐ Hot dogs
☐ Other _____

Non-foods

☐ Band-aids
☐ Foli
☐ Kleenex

☐ Plastic wrap
☐ Sandwich bags
☐ Sponge mop head
☐ Wax paper
☐ Zip-loc bags, gallon
☐ Zip-loc bags, quart
☐ Other _____

Produce

☐ Apples
☐ Bananas
☐ Carrots
☐ Celery
☐ Lettuce
☐ Oranges
☐ Tomato
☐ Other _____

Snacks & Miscellaneous

☐ Cereal _____
☐ Instant pudding,
 chocolate
☐ Instant pudding,
 vanilla
☐ Jello _____
☐ Noodles, wide
☐ Pancake mix,
 complete
☐ Pretzel sticks
☐ Raisins
☐ Ravioli
☐ Soup _____
☐ Spaghetti sauce
☐ Tortilla chips
☐ Other _____

APPENDIX H

WORK/STUDY GUIDELINES AND DUTIES

72

***** COLLEGE EARLY CHILDHOOD CENTER

Work/Study Guidelines

Welcome to the Early Childhood Center! We hope you will enjoy working here. Young children are a delight to be with, but they are also a big responsibility. The preschoolers and their parents depend on us to provide a safe, loving environment. In order to fulfill this obligation, we ask that you observe the following guidelines:

1. Arrive on time, ready to go to work. Employed parents depend on you to be here promptly.
2. If you are going to be late or absent, please call the center or make arrangements with the director as soon as possible, so that someone can be found to take your place. (See telephone numbers below.)
3. Fill out your time card (located in the kitchen) each time you work.
4. Studying and homework are not permitted while you are on duty. Your first obligation is to the children.
5. Personal radios and cassette players are not to be used except after hours.
6. The Early Childhood Center is considered to be part of the campus, so we follow classroom dress code. However, it is best not to dress up too much (nice jeans and slacks are OK) since you will be working with cleaning products and other materials that may stain your clothes.
7. Although each work/study employee will have specific duties to complete, you may occasionally be asked to do jobs that are not part of your regular routine. Please be available to the teachers for anything they may need you to do.
8. Obtain a copy of the center's Parent Handbook and read it carefully. This booklet contains detailed information about our program; however, feel free to discuss with the director or teachers any questions or concerns you may have.

Telephone numbers:

E. C. Center: 000-0000, Ext. 304 (between 8:00-4:30)
000-0000 (Security will put your call through from
7:30-8:00 a.m. and 4:30-5:30 p.m.)
Mrs. Reed: 000-0000 after hours

WORK/STUDY DUTIES

7:30-9:00 a.m.--Unlock front door; turn on lights, heat/air conditioning
 Greet children and parents at the door
 Remind parents to check in children
 Tuition checks go in locked box at parents' desk
 Any special instructions from parents (such as medications) should be written on forms at parents' desk and placed on refrigerator door with magnet
 Help children take off their coats, put things in cubbies
 Put children's name tags on them
 Help children to find play activities; interact with them; see that toys are put away after use

11:00 a.m.-

1:00 p.m.--Prepare lunch (menus and instructions are in kitchen)
 Set table or have children do this
 Try to have meal ready to eat by 12:00
 Eat with children and help serve them
 Help children scrape their plates and clean up
 Clean table; if there is time, sweep and mop floor in this area; wipe chairs
 Load and start dishwasher
 Once per week: Clean kitchen thoroughly; wipe out refrigerator, microwave oven

2:30/3:30 p.m.-

5:30 p.m.--Daily: Empty trash cans; take trash out to dumpster
 Unload dishwasher; wipe counter tops
 Sweep and mop kitchen and eating area if not done already
 Supervise children after teacher leaves
 Remind parents to leave tuition checks in locked box
 Twice per week: Clean drinking fountain
 Wipe all tables and chairs
 Vacuum upstairs and down
 Once per week: Clean bathrooms, including toilet and sinks in storage room
 Clean and disinfect cots
 Once per month: Dust windowsills and shelves

Office Helper----Answer phone

Record tuition payments and prepare deposits
 Type monthly newsletter and other notes to parents

PARENT QUESTIONNAIRE

1. Today's date _____
2. I decided to send my child to a preschool this year because _____

3. I chose ***** College Preschool because _____

4. I feel that my child's teacher genuinely cares about him/her.
____yes____no. Comments: _____

5. I feel that the teachers/director are responsive to my questions and concerns about the preschool program. ____yes____no.
Comments: _____

6. My child's teacher is doing a ____poor____fair____good____excellent job.
7. I have used the following services at the preschool (check one line per row):

	Regularly	Occasionally	Never
a. Morning class only	_____	_____	_____
b. Full day	_____	_____	_____
c. Afternoon only	_____	_____	_____

 Comments: _____

8. What I like best about the ***** College Preschool program is _____

9. What I like least is _____

Thank you for completing this questionnaire. Your answers will help us to improve our program.

Mrs. Reed

CHILD CARE COMPARISON CHART

CENTER	Daily Capacity	Schedule	Registration Fee	Tuition 2 morn. per week	Tuition 3 full days/wk.	Tuition 5 full days/wk.	Hourly Rate	Meal Service	Ages of Children	Discount Available	Hours
Preschool (proposed)	24 open to public	M-F school year only	\$25 per family (annual)	\$45 monthly	\$33 weekly	\$55 weekly	\$1.75	prepared on site	2½-5 years	staff, faculty, student, 2nd child	7:30 am to 5:30 pm
Center A (Employer sponsored)	100 open to empl. only	7 days except Christmas	\$20 (one time)	N/A	\$30 weekly	\$45 weekly	\$1.75	prepared on site	6 wks. to 12 yrs.	2nd child	6:00 am to midnight
Center B (Church sponsored)	117 open to public	M-F closed on holidays	\$30 (annual)	N/A	\$30 weekly	\$37.50 weekly	N/A	prepared on site	2-5 years	none	6:00 am to 5:30 pm
Center C (Franchise)	68 open to public	M-F closed on holidays	\$30 (annual)	N/A	\$38 weekly	\$55 weekly	\$2.00	prepared on site	6 wks. to 12 yrs.	2nd child	6:30 am to 6:00 pm
Center D (State University sponsored)	100 faculty, staff, students only	M-F school year plus summer	\$6 each semester	Rates figured hourly, ranging from .95-1.80 based on hours per week and parent participation				prepared on site	2-9 years	participation by parents	7:30 am to 5:30 pm
Center E (Family daycare home)	10 open to public	M-F closed on holidays	\$0	N/A	N/A	\$50	\$2.00	prepared on site	6 wks. to 12 yrs.	none	6:30 am to 5:30 pm